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The Graduate's Song.

In the morning of life, in the sunlight of youth,
When no care, when no sorrow was near,
The germs of affection and love first sprang forth,
In the hearts which we now hold so dear.
By forbearance and sympathy tender and true,
By kindness and gentleness shown,
This germ in our hearts was enlivened anew,
Till its blossoms around us were thrown.

The suns of three summers, with ardor and warmth,
This plant of our love have imbued;
The frosts of three winters, their winds and their storms,
Its vigor and strength have renewed.
May it cheer by its flowers the kind teachers and friends,
'Neath whose fostering care it has grown;
And repay by its fruits their long labor and toil,
O'er the seed which they've carefully sown.

Though removed from the spot it was wont to adorn,
May it flourish and bloom as before;
May we still taste its fruits, still rejoice in its shade,
In the future the same as of yore:
When life's battle is o'er, when we've passed through its strife,
And we, now so youthful and brave,
Are laid to our rest, may its shade still surround,
And its flowers sweet bloom o'er the grave.

—Miss M. H. HICKS.

The Graduates Farewell.

How sad mid the sunshine that gladdens this scene,
Comes the thought that to-day we must part;
That the bond which affection has ever kept green,
Must be severed to-day in the heart;
That we meet in this home of our childhood no more,
As we lovingly meet to the last;
That we never again on this time-bounded shore,
May unite in the songs of the past.

But fondly our thoughts will return to the spot,
On the wings of remembrance borne up;
And our hearts shall rejoice, while we cherish the lot,
That permits us to drink of this cup.
Then farewell to our school, and farewell to the friends,
Who have lighted our pathway with love;
Though to-day we must part, yet our prayers will ascend,
That our school be united above.

—W. T. ADAMS.

For the NEW YORK SCHOOL JOURNAL.

Days in My School.

NO. V.

Once more the close of a school day's work had brought thoughts of peace and rest. I took up my dinner basket, for it was an edict of the school board that teachers should remain at the school house during all intermissions—a warm dinner, that wonderful supporter of human weariness, blues, etc., being considered of no necessity for a teacher, she being supposed to be so exalted by the love and poetry of her profession that food is only an adjunct, not a means to her happiness, and that life is as well supported upon "kohl slau," dried apple sauce, and salt rising bread, and upon the most exhilarating of Frenchly-cooked dainties.

My landlady knew little of the wants of the flesh. Did I wish for a good warm supper after my day's cold fast? Invariably did I feast upon salt-rising bread, tea and dried apple sauce. So exhausted had I become with this method of restoring worn-out muscles and tired nerves that I ventured to inquire one day as to the price of salt, and for several weeks past I had prayed nightly for the destruction of the apple crop, either by fire, famine, pestilence, a sword,—I cared little which.

I took up my basket, but again I thought of my day's labor. Had Johnny been more troublesome than usual? Had my thorn in the flesh—hardly possessed of a "spirit of evil"—and yet so mischievous withal that scarcely could the grace of a Gabriel carry one through the day's pranks without several hand-to-hand conflicts, in which to be victorious, a pretty large amount of physical strength and mental

acumen are necessary. Scarcely had a day passed since the commencement of my school without a serious encounter either with German stolidity and doggedness, Irish cunning or Yankee ingenuity, for as many nations as seemed to center themselves within the four walls of my kingdom, a goodly number of my own countrymen were intermingled, and these were not always, I regret to say, the most tractable pupils. Even now, my arms ached with the tussles of the day? My hair was in disorder, my apron strings were torn into figments (I had rolled it up, and put it into the bottom of my dinner basket,) my dress had received a rent in the skirt—my best, alpaca, which I had worked so hard to get out of as few dollars and breadths of cloth as possible—piecing the under-skirt in the back breadths and sewing on it late at night, much to the detriment of my eyes, in order to save dressmakers' bills and my poor pocket book!

At different times I had ventured to complain to my director of the peculiar state of affairs in my school, but he would look at me as if he really entertained some doubts of my sanity. "It was impossible that the school could be so very disorderly," he would say. "The previous teacher had been a very fine disciplinarian—a graduate of the Albany Normal School—it was impossible; there must be a fault somewhere, and in lieu of the contempt, the shrug and the wink, my heart would go down into the bottom of my shoes and remain there in an unmistakable state of collapse! It mattered little what were my opinions of school, school order, school discipline, etc. My predecessor had been a "graduate of the Albany Normal School," and my opinion was nothing. My battles must be fought without help and assistance, even though my hair be exhumed by the roots and my clothing torn into the finest shreds. Henceforth, I pray that my lot may not be cast where Albany normal teachers have rested the sole of their foot. Although no doubt they are very superior teachers, I would prefer a greater distance!

I am thankful that I am not an Albany normal graduate, I said, and taking up my basket, with my silk apron in the bottom, I walked homewards.

SARAH STERLING.

For the NEW YORK SCHOOL JOURNAL.

The Spelling Lesson.

BY D. D.

In some schools the book is not used by the scholar—only the teacher has one; he dictates the words (at the close of the day, generally) and the pupils copy them in blank books, kept for this purpose, and at examinations words are selected from these. It is a good plan to take, say five words from each lesson—reading, geography, arithmetic, and history—making in the course of the school-year 4,000 words learned. These twenty words a day the teacher should insist upon having learned. At the end of the week, run over the list in a spelling match, and once a month give a written examination. The following is a good way to interest your scholars in the lesson, give change, and be of practical benefit.

Once a week—by the way, choose some day when your pupils are tired out with the wearisome routine of studies—take some very common subjects, the kitchen for instance and let them either write or spell all the articles pertaining to it. When you give out wood, or coal, ask for the different kinds. You give out knife, then ask for the plural of it; shell, beef, spoonful, etc.

Another time give them the names of animals to write, dividing them under these heads: bipeds, quadrupeds, domestic, wild, carnivorous. Talk with them about their habits; let them ask you questions, but be sure and post yourself up on the subject before hand. If they are boys, this exercise will greatly delight them.

It is very hard for scholars to remember the spelling of

words which contain the diphthongs *ei* or *ie*. Show them that *e* precedes immediately the diphthong *ei*, but seldom to *ie*. Examples: receive, deceive, perceive, conceive; and believe, relieve, retrieve, reprieve, aggrieve, besiege, pierce.

Let your pupils write, every now and then, short sentences or a little story bringing in and correctly using every word in the lesson. Ten, or at farthest, twenty words will be found sufficient for one exercise. Each word suggests an idea; thoughts follow; to make sentences of these thoughts is the lesson set the learner; and to assist and encourage him is the business of the instructor. It is not what we have seen or heard, but that we can tell what we know.

Encourage the use of the dictionary. Let the pupil determine from its pages the pronunciation and meaning when they are in doubt; they will remember it longer.

Injudicious Assitance.

ONE great lesson of life is application, and one great aim of school education is lost when the process of acquiring knowledge is simplified too much. The child who learns, and the younger the better, by earnest and continuous practice to test his own mental power over his puzzling division, and perseveres until he conquers, will make a more efficient man than the boy who runs to his teacher with every vexed question, sure of being answered, because it is his instructor's business to teach him.

But, says the teacher, I may as well tell him how many times twelve goes into eighty-seven; he can look in the table and see, and it saves time. That is the point where I do not agree; it is not saving time; better send him to the table than make it so easy. If he is ten minutes finding out by his own wits, he will remember ten, no a hundred times better than by your telling him. Another child asks, What does such a word mean? and the teacher replies, Far better would it be for the child to send him to the dictionary, and let him hunt up every word in the definition he does not understand; he will never forget that word or its meaning again. A friend asks, How can a child find a word in the dictionary he may not know how to spell? Help him for the beginning; but if he is taught to think for himself, he will soon learn from the sound of letters enough to bring him to the page, where he can glance down till he finds it, and in the future he will remember also the spelling of that word. I grant it is more work than to ask somebody, but it is time saved in the end.

After a child has reached an age to read clearly and understandingly to himself, do not, in the form of teacher, usurp the place of books. Do not let a child look upon you as a working dictionary or encyclopedia; it may be a great compliment to you, but it is a greater injury to him. Simply let your work be to guide him in his application. Give him a text-book, and not the skim-milk one, if you please, but one you know has something in it worth his studying, and then watch carefully the result of his labor. Keep silent while he tells you what he has learned from his lesson. Do not ask him if so-and-so is so, and let him answer yes or no. By the questions he will ask and answer himself, you can easily note if he has touched the essence of the subject, or if he is only an expert little parrot; then let your few words of condensed recapitulation be just to the point in hand, acting as the nut to hold forever that one screw of truth in his brain.

If you were teaching a little girl to sew a seam, would you commence by letting her, with a dozen more or less of coarse stitches, run from beginning to end, to get a general idea of sewing, and the length of her seam, and then go over and over the distance with finer stitches at each repetition? Yet that is something like the method by which the children are taught. In the first school year, if the little heads get the idea that the world is round, and three fourths

water to one-fourth land, and a few general definitions of the divisions of land and water, they have made sufficient progress; in brief, they have run over the seam, have gained a general idea that geography teaches about the earth's surface, and that it is a wonderfully long journey, this one around the world. The next year they will have the stitches a trifle closer.

Experience shows that scholars, accustomed to having their work simplified, when they meet with a hard lesson to be mastered, cannot rise equal to the emergency, and the teacher divides and subdivides, explains and re-explains, smoothing out and thinning down, until he gets the truths down to a level of their brain, instead of raising them up to the work.

Thus they go out from the school, which at its highest degree is but a commencement, entering into the world's practical laboratory, where active life shall bitterly test their powers of application and perseverance.

Men and women need the accumulation of the childhood energies, need all the discipline and training for close, sharp thought, when they come to make the grand experiment of their own living successful.

There are always two sides to a question: but hearing so much from the other side, and noting some of the evil effects in the great improvements for saving time and brain labor in the teaching of children, I felt, in justice to the question, I might say a word about injudicious assistance.

How to Study Geography.

Some speak of Geography as a dry study that must be carried on, others depreciate it as worthless, a mere taxing of the memory to carry statistics for examination days, but of no real value; others ask to have it banished from the school room, thinking it a waste of time. As many children have still to spend much time over it before it is banished altogether as a study, I would like to suggest one or two ways in which it might be made less of a dry and barren lesson, and so gain some practical advantage from it while yet it is suffered to remain. I do not mean to speak from mere theory, as to how it *might* be made more pleasant and profitable, but from actual experience in my own school-room, where the geography lesson is one of the most spirited and interesting of the week, because, having suffered from its dry details during my own school-days, I determined that my scholars should not suffer in the same way. As I have been feeling my way gradually and making experiments in teaching it with that view before me, perhaps some of my young fellow-workers may find one or two hints of advantage.

First, I have a set of Physical Outline Maps, besides the regular Atlas, one of which I hang on the wall during the recitation, for when once the pupils understand the distinct coloring, they are of the greatest aid in forming the idea of the physical characteristics of a country. Take, for example, the continent of Europe. Instead of being obliged to commit to memory that is low in the north and east, mountainous in the centre, south and west, a fact soon forgotten, they see by a glance at the map just where all the lowlands lie, by the distinct green color; just where the table lands begin to rise, by the buff; where the mountains are high, by the deep shading; and the line of white distinctly traces the snow covered Alps. It fastens itself on the memory as no mere learning can fix it there, and the mind's eye always sees it so afterwards. Then I follow Guyot's general idea, given in his "Earth and Man," of comparing the chief characteristics of the different continents; how in the New World the principal mountain ranges extend from north to south, the subordinate ones, from east to west, and how it is reversed in the Old World, and then I let them point out and compare for themselves, the Rocky Mountains with the Alps, Balkan, Caucasus, Pyrenees, and the Mountains of the Appalachian System with the Apennines, ranges of France, Russia, Scandinavia, &c., then glancing at the other continents to verify the principle, they easily find the idea from interest in the fact. Still following this plan, I let them compare the indentations of coast with the evenflowing outlines of Africa, or South America, and tell them of the nations of sailors and merchants that have naturally grown from this fact. No child can fail to be interested in tales of adventure and discovery, in the brave Sea Kings' daring; in the ancient Venetians, rich in trade; tales of Holland and England's naval battles; the inland seas, gulfs and bays will be no mere names to them, no dry statistics, but will be peopled by and associated with adventurous, brave, enduring men, and live long in the memory.

When some such general plan is carried out in regard to all the natural features of a continent, then the details follow. I give a very short lesson, to be studied at home, on one country alone, but my pupils know that is not all when they come to recite, for I spend much more time preparing the lesson than they do, gleanings of interest from books of travel, magazine articles, and encyclopædia, hunt-

ing up pictures to illustrate any part of the subject, or condensing a bit of history or story. While I am on this point, let me make one suggestion which I have found most valuable in my school-room, and that is a scrap-book, made of clippings from newspapers and magazines. Items are to be found in every one I take up, on all manner of subjects connected with the different countries of the world, many of which are awakening to progress and liberty from the sleep of centuries, items which are to be found in no school-book, nor indeed in any book, which help both teacher and children to feel that the world is alive, and that the country and people they are studying of in some far-off land are very real, having their interests very closely interwoven with our own.

My scrap book tells of sleepy Turkey waking up to the necessities of railroads and the advantages she will gain therefrom; of wonderful descriptions of the Mount Cenis Tunnel that no text-book has room for; of the visit of the Shah, so romantic in its details, and yet seemingly so important in the new opening of the East to Western civilization; of Chinese coal-fields and Canadian salt desposit; of African adventure and discovery, and a strange journey through the heart of Asia; of Arabian deserts and curious eastern cities; of the freeing of slaves in Brazil; and of the opening light in Japan. It has stories of life in Lapland, Siberia, Borneo and China; it contains pictures of remarkable trees of different lands, and a real grey silky leaf from a South African forest. It speaks of Amadeus' abdication, and the royal progress and coronation of the Scandinavian monarch, King Oscar. It describes a late funeral of an Indian Prince; and the Russian Ice Palace: fetes in Turkey, and wonders of South America. So it interweaves interest of to-day with every land and nation we touch upon in our geography lesson, and makes the children understand their reality and life.

But to go back to the lesson itself. It begins with the few thoroughly studied questions, answered promptly, because they are so few and have been no burden to remember; then comes, sometimes a description of the people who live in the country of the day's lesson, their manners, customs, occupations, interests, or some interesting item of the country itself, its scenery, or some great natural curiosity; after these a journey in imagination to test the knowledge conveyed in these items and their familiarity with the country, or perhaps instead some questions on the last day's narrative. When we take journeys, the starting place and destination are given and then the pupil travels in the mode of conveyance used by the inhabitants. Either she sails through bay or sea, river or lake, passes capes, islands, through straits, creeps along the coast or sees only mountain tops in the distance, and arrives at last at her port; or she climbs mountains, crosses rivers and valleys, stops at cities and towns, every one connected with some great or local interest, describing the scenery and mentioning the occupations of the inhabitants, or any special production or peculiarity of custom.

Sometimes when each country has been thus traversed, we all start together over the whole continent, with the purpose of furnishing our wardrobes, libraries, pantries, or general household, and stop in every country or city, where we can find the article of which we are in search. Sometimes we enter the domestic life of those whose manners are very different from our own. Sometimes we all go into far northern countries and see strange sights, like the progress of glaciers and the birth of icebergs in the Norway fjords, or the Geysers of Iceland; come to port in such odd towns as Hammerfest or Archangle; or visit the tea-loving women of the Shetland Isles, and see them knit while their husbands are away fishing; or look on at the ceremony of the Bridal of the Gulf of Venice; or trace again the romantic journey of the Lionhearted Richard.

No journey can be taken without a host of associations to make it interesting and chain the memory to the places visited. Even the productions, imports and exports, will be remembered if some reason is given for it. That Southern Russia exports hides and tallow will interest no child, but describe to them those great bare plains over which the wind sweeps with such fury as to roll the dry grass in great balls over its vast extent, and the drifting snow holds sway in winter, but during the brief summer months the wandering tribes roam with their great herds of cattle, and the children will always associate the two things together. Or tell them that England produces both iron and coal, while Norway yields only iron, and such a bare fact will soon pass from the memory: but tell them that England has grown wealthy because her iron can be worked so readily with coal-beds close at hand, while poor Norway has to send her ships over the rough North Sea to gain the coveted treasure, without which her richer iron mines lie almost useless, any intelligent child will easily fix upon such a fact and retain it, which classes of facts are not of much value in themselves as that they help the reasoning powers and the habits of observation.

It takes a long time to study a map in this way and one cannot "go through" a geography in a term or two, but it seems to me worth while to devote a longer time to one continent, and leave an impression of its being a real part of the same world in which they themselves live, with just as real people, with interests like their own, than to hurry through a book giving a list of facts which they will probably soon soon forget, or have wiped out by some greater interest that presents itself. It also excites in them a desire for books of travel and a more extended knowledge of the world than they can gain in any other way.—*Canada Journal of Education.*

Defects in American Schools.

There is another and far graver defect in the organization of American schools. The theory of the system is very simple. Let there be a hierarchy of schools—primary, grammar, high; let the course of instruction be so arranged that the highest class in the primary shall be a grade below the lowest in the high; and let the "graduating" class in the high schools be a grade below the junior classes in the college and universities. On paper this scheme is admirable. It looks like the fulfillment of the dreams of those enthusiastic educationists among ourselves who insist that when a child enters an infant school he should have his foot on the lowest rung of a ladder by which he may ascend to a fellowship at Trinity or Balliol. But the whole scheme of education for boys over ten years of age who are to go to a university ought to be different from that which is intended for those who are to leave school at fourteen or fifteen. Boys destined for the university should begin some subjects at eleven or twelve which it would be waste of time for them to touch if their education had to close in the course of two or three years. On the other hand boys who are to go into business as soon as their elementary education is finished should be taught some things in a popular and unscientific way, which boys who are going to the university must be taught more thoroughly. The "primary" instruction of both sets of children may be carried on together; but from the time that they are ten or eleven a special training is necessary for those who are to enjoy the advantages of a university. The Boston Board has made a successful attempt to solve this difficulty. The Latin School receives pupils at nine years of age, with qualifications about equivalent to the requirements of the lowest grade in the grammar schools. Its full course covers eight years. I believe that there is no other city in the United States which has a public high school that receives children at so early an age. The great want of America is a set of schools corresponding to the Shrewsbury Grammar School, King Edward's School in Birmingham, and the City of London School. The Boston Latin School is a bold and admirable attempt to supply this want, but it has had to encounter serious opposition. "Well-meaning ignorance," says Mr. Philbrick in his frank way, "has frequently tried to abolish this feature of the system, and has two or three times partially succeeded, greatly to the injury of the school." In the absence of free common schools of this kind elsewhere, wealthy parents who intend their boys to have a university education send them either to private schools or to endowed "academies," some of which have a very high character.—*Nineteenth Century.*

Hints to a Teacher.

BE careful of the manners of your pupils. Some of them probably come from rude, coarse homes, where they have no training, and all they will ever receive must come from you. Require them to be polite to each other, as well as to you, and they will in time learn to be ashamed of coarseness and rudeness. It will take time and patience, but if some of these neglected ones shall learn from you to be gentle mannered respecting themselves and others, you will be repaid. Do not neglect or despair of the most unpromising material, for you can never know what treasures may be hidden beneath a coarse, uncouth exterior. As much as possible infuse your own individuality into the school. If you are teaching geography tell the children something you have known or read yourself about those countries. They will be far more interested in it than in anything the book can tell them. Vitalize all the knowledge you impart. Do not confine yourself to any one method or routine, but try to make a variety; and when they tire of one way, and their attention flags, try something else. Invent methods of your own. I do not claim that those which I have suggested are the best possible, but they are a few among many good ones and may help you till your experience teaches you better ones.

Finally, my young friend, you will find teaching no flowery path, but it is one of the paths which, if rightly followed, leads upward. In this humble position, you may be moulding the minds which shall mould the next generation

The responsibility is a weighty one, and should not be lightly undertaken. Be patient and gentle, but ever firm; govern yourself first and most strictly of all; seek not popularity, but the highest good of your pupils; and in time you shall gather sheaves which you will not be ashamed to lay at the Master's feet. If you wish above all for fame or reward or even appreciation, you are in the wrong position; but if you wish to be useful and helpful to your generation you can find no better place, and may say with the poet:

"Not myself, but the truth that in life I have spoken,
Not myself, but the seed that in life I have sown,
Shall pass on to ages—all about me forgotten
Save the truth I have spoken, the things I have done."

N. E. Journal of Education.

Educational Sympathy.

As a garden requires the vigilance and attention of the tiller to prevent the weeds from springing up and destroying its various products, so does the education of children require the constant vigilance and skill of the teacher, lest the fascinations of vicious and corrupt principles get a foothold on the verdant and susceptible soil of his youthful charge. But this unceasing care is not without its pleasures and its high mental enjoyment. It is certainly a delightful task to watch the openings of the budding mind; to develop, control and direct youthful aspirations in wisdom's ways. No one can, however, perform those momentous duties, without, at times, having all the higher powers of the soul called into active play. Patience, forbearance, judgment, and keen accurate discernment will all fail unless the possessor is in the daily habit of asking wisdom from on high. He must be governed by an unbending impartiality and an abiding sense of Christian duty. The glee and innocent sportful enjoyment of youth must be fostered, while uncouth manners, rough and vitiating amusements are duly checked. Love and respect for the teacher should at all times secure the most implicit obedience, instead of fear and brute force. Children are close observers of character, and this truth should be indelibly impressed on the minds of all, that *counsel is of no avail if the example of the counselor does not correspond*. It is in vain for the teacher to inculcate principles of compassion and kindness to the unfortunate if he exhibits in his conduct the contrary. The following narrative of sorrow and truth is from the pen of an aged Educator.

"Many years ago, when I attended school; there was a boy named George. His father was a poor, drinking man, and the unfortunate boy had to suffer in consequence. George came to school habited in ragged garments—but they were the best he had; he was rough and uncouth in his manners, for he had been brought up in this manner; he was very ignorant, he had never had an opportunity for education:

Season after season, poor George occupied the same seat in the school-room—it was a back corner—there he thumbed his tattered primer. The ragged condition of his garb gave a homely cast to his whole appearance, and what of intelligence there might have been in his countenance, was clouded by the "outer covering." He seldom played with the other children, for they seemed to shun him; but when he did, for a while, joined with them in their sports, he was so rough that he was soon shoved off out of the way.

The teacher passed the poor boy coldly in the street, while other boys in better garbs, were noticed. In the school, young Henry was coldly treated. The teacher neglected him, and then he was called an "idle blockhead," because he did not learn. The boy received no incentive to study, and consequently he was most of the time idle, and idleness begat a disposition to while away the time in mischief. For this he was whipped, and the more idle and careless he became. He knew that he was neglected by the teacher, simply because he was poor and ragged, and with a sort of sullen indifference, sharpened at times by feelings of bitterness, he plodded on his dark, thankless way.

Thus matters went on for several years. Most of the scholars who were of George's age, had passed on to the higher branches of study, while he, poor fellow, still spelled out words of one or two syllables, and still kept his distant seat in the corner. His father had sunk lower in the pit of inebriation, and the unfortunate boy was more wretched than ever.

The look of clownish indifference which had marked his countenance, was now giving way to a shade of unhappy thoughts and feelings, and it was evident that the great turning point of his life from which the fate of after years must take its cast.

At this time a man of the name of Kelly took charge of the school. He was an old teacher, a careful observer of human nature, and a really good man. Long years of guardianship over wild youths had given him a bluff, authoritative way, and in his discipline he was strict and un-

wavering.

The first day he passed at the teacher's desk of our school, was mostly devoted to watching the movements of the scholars, and studying the dispositions with which he had to deal. Upon George Henry his eyes rested with a keen, searching glance, but evidently made little of him during the first day; but on the second day he did more.

It was during the afternoon of the second day that Mr. Kelly observed young Henry engaged in impaling flies upon the point of a large pin. He went to the boy's seat, and, after reprimanding him for his idleness, he took up the dirty tattered primer from his desk.

"Have you ever learned more than is in this book?" asked the teacher.

"No, sir," drawled George.

"How long have you attended school?"

"I don't know, sir. It's ever since I can remember."

"Then you must be an idle, reckless boy," said the teacher, with much severity. "Do you realize how many years you have thrown away? Do you know much you have lost? What sort of a man do you intend making, in this way? One of these days you will be too old to go to school, and then, while your companions are seeking some honorable employment, you will be good for nothing. Have you parents?"

"Yes, sir," answered the boy, in a hoarse, subdued voice.

"And do they wish you to grow up an ignorant, worthless man?"

The boy had hung down his head and was silent; but Mr. Kelly saw two great tears roll down his cheeks. In an instant the teacher saw that he had something besides an idle stubborn mind, to deal with in the ragged scholar before him. He laid his hand on the boy's head, and in a kind tone he said:

"I wish you to stop after school is dismissed. Do not be afraid, for I wish to assist you if I can."

George looked wonderingly into the master's face, for there was something in the tone of the voice which fell upon ear that sounded strangely to him, and he thought, too, as he looked around, that the rest of the scholars regarded him with kinder countenances than usual. A dim thought broke in upon his mind, that from some cause, he was going to be happier than before.

After the school was dismissed, George Henry remained in his seat till the teacher called him to his desk.

"Now," said Mr. Kelly, "I wish to know why it is that you have never learned any more. You look bright, and you look as though you might make a smart man. Why is it that I find you so ignorant?"

"Because no one ever helps me," replied the boy. "Nobody cares for me, sir, for I am poor."

By degrees the kind-hearted teacher got the poor boy's whole history, and while generous tears bedewed his eyes, he said:

"You have been wrongly treated, George; very wrongly; but there is yet time for redemption. If I will to teach you, will you try to learn?"

"Yes—oh, yes," quickly uttered the boy in earnest tones.

"Yes—I should love to learn. I don't want to be a bad boy," he fellingily added, while his countenance glowed with un wonted animation.

Mr. Kelly promised to purchase books for the boy as fast as he could learn to read them, and when George Henry left the school room his face was wet with tears. We scholars who had remained in the entry, saw him come out, our hearts were warmed towards him. We spoke kindly to him, and walked with him to his house, but his heart was too full for utterance.

On the next day, George Henry commenced studying in good earnest, and the teacher helped him faithfully. Never did I see a change so radiant and sudden as that which took place in the habits of the poor boy.

As soon as the teacher treated him with kindness and respect, the scholars followed the example, and the result was, they found in the unfortunate youth one of the most noble-hearted, generous, accommodating, and truthful playmates.

Long years have passed since those schoolboy days. George Henry has become a man of middle age, and in all the country there is not a man more beloved and respected, the result of one teacher having done his duty.

You who are school-teachers, remember the responsibility that devolves upon you. In this country of free schools there should be no distinction between classes. All are alike entitled to your care and counsel, and the more weak the child, the more earnest should be your endeavors to lift up and enoble the divine spark within.

REV. J. W. LOCKE, D.D., President of McKendree College, has resigned, to take effect on the 15th proximo. Much regret is expressed by faculty, Trustees and people. Cause, impaired health.

ILLINOIS.—We have before us an interesting letter from Mr. Webb, principal of the school in Englewood, on the subject of teaching Rapid Writing. He began in November last and gave half an hour a day to the method of Tachygraphy; the class numbers twenty-three members. They now write at the rate of sixty to ninety words per minute; the average age is 12½ years. An exhibition was given last Tuesday to show the proficiency of the class, and from the local paper we learn that the audience was requested to name the page from which dictation should be made. The scholars displayed unusual abilities, all, we apprehend, because they have an unusual teacher. They demonstrated that brief writing can be mastered by the pupils of the schools, and this we deem of much importance. We append the programme:

Song by class, "Crossing the Grand Sierras." Declamation by Elmore Ross, "Culture the result of labor." Class drill, fifty words per minute. Declamation by Walter Gibbons, "Katrina likes me pooty well." Recitation by Mr. F. Hastings, "The Maniac." By Miss Jessie Patton, "Fall of Pemberton Mill." Class drill, sixty words per minute. Reading by Annie Bligh, "How we hunted a mouse." Duett by Eva Bechtol and E. Steck, "Gipsy Countess." Recitation by Aggie Keating, "Our little girl." Class drill, seventy words per minute. Declamation by Chas. Allyn, "California auctioneers." Reading by Lena Elmstrom, "The gambler's wife." Declamation by T. Maguire, "Paddy's excelsior." Recitation by Miss Patton, "Old time religion." Class drill, eighty eight words per minute. Reading by Annie Swift, "Death of little Jim."

QUEENS COUNTY.—The Queens County Teachers' Institute was held in the Flushing High School building, Flushing, L. I., commencing May 20 and ending on the 24th. Prof. F. P. Lantry and C. T. Barnes were the conductors. They are earnest workers, and imparted much valuable instruction. They dealt wholly with the "methods" of teaching, presenting them in a very simple and interesting manner, and the teacher who puts them into practice will assuredly become a successful one. One of the most important subjects presented by Prof. Lantry was "School Hygiene" which he treated under five general heads, namely: Position, Exercise, Temperature, Light and Ventilation. It is sad to think that this subject receives so little, if any attention by the major portion of teachers, especially in the rural districts. It is hoped that every teacher who heard the Professor will carefully follow his instructions upon the subject.

Prof. Barnes presented a very excellent method for "analyzing and parsing" a sentence, which if followed will make grammar as pleasing a study as any other branch. His method of conducting an "Advanced Reading" class deserves special mention. In short all the subjects presented by the Conductors were given in a manner which showed conclusively that they thoroughly understood them, having learned them by practice as well as by study.

Each gave an interesting lecture before the Institute, as also did Dr. Alden, President of the Albany Normal School. The evening exercises were interspersed with singing by the Misses Hume and Galpin, and readings and recitations by the Misses Clary, Hicks, Wright, Dickerson and others.

The usual vote of thanks were given, whereupon the Institute adjourned sine die.

WISCONSIN.—The recent refusal of the new Board of Education to reappoint Mr. MacAllister, the very efficient Superintendent of the Milwaukee city schools, and the appointment of J. J. Somers, late Principal of the Tenth Ward School of that city, to the place, has caused great indignation among the Protestant population, Mr. Somers being a Catholic. It is alleged that politics is at the bottom of the matter.

At the regular meeting of the Board of Education, Racine, on the 14th, Superintendent Westcott reported that less than half of the children of school age are in the public school at any one time.

IOWA.—President Fairchild, of Oberlin, will deliver the baccalaureate address at the State University of Iowa, on June 17.

THE Iowa Agricultural College at Ames is in a flourishing condition at present. Its Freshman class contains 100 good students.

J. A. WADHAM has been re-elected Principal of Irving Park school for one year. Mrs. Wadham has been appointed assistant teacher.

LADIES, DELICATE AND FRIBLE.

Those languid tiresome sensations, causing you to feel scarcely able to be on your feet; that constant drain, that taking from your system all its former elasticity; driving the bloom from your cheeks; that continual strain upon your vital forces, rendering you irritable and fretful, can easily be removed by the use of that marvelous remedy, Hop Bitters. Irregularities and obstructions of your system are relieved at once, while the special cause of periodical pain are permanently removed. Will you heed this? See "Truths."

New York School Journal,

AND

EDUCATIONAL DIRECTORY.

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We want an agent in every town and village in the U. S. to whom we will pay a liberal commission.

The columns of the JOURNAL are open for the discussion of subjects pertaining to education. Let those who have practical skill communicate to others.

Should this paper by any means come into the hands of one not a subscriber, we ask you (1) to consider it a special invitation to subscribe; (2) hand it to a teacher or other person who is interested in education, and urge him to take it also.

NEW YORK, JUNE 1, 1878.

This copy of the NEW YORK SCHOOL JOURNAL may possibly fall into the hands of one who is not a subscriber; consider then, that a piece of good fortune has befallen you, and send in your subscription at once. If you are teacher and are a subscriber to no educational paper, you do yourself an injury you have no right to do. It may be set down as an undeniable fact that every "live teacher" takes an educational paper.

The Women's Hotel.

One of the most remarkable fizzes of modern times is that enterprise undertaken under the above title. If Judge Hilton had taken a little advice he might himself have seen that it could but fail; he cherishes the idea that money can accomplish any thing; no mistake is greater. Money can build buildings, but it cannot force people into them unless they have committed some crime. This is the first reason why it failed. People, unfortunately for such philanthropists, have tastes and preferences of their own; they may be foolish, and doubtless are, still they will have them. Young ladies will not always marry the desirable young man their fathers and mothers have picked out, even if he has plenty of money; they are told "they will regret it," and they often do, yet they will have preferences. In fact, these preferences play a great part in the business of the world. A young man who is set to measuring the cotton goods at A. T. Stewart's counters may properly give up his ideas as to the mode in which business shall be transacted in that immense establishment; he is paid money to do a certain piece of work; he has no choice as to the manner of its performance. But those who come to an establishment devised—so it is understood—by A. T. Stewart, deceased, as a beneficence to the working women of New York City, are asked to pay a dollar a day—a very respectable sum indeed—and submit to regulations that set at naught the old rule, "you pay your money and you take your choice." We are not certain but this might have succeeded in Germany, or France, but not in free America. The element of tyranny is too apparent. This is mistake No. 2.

But the public were disappointed. It had been said that A. T. Stewart had long cherished a plan to benefit the working women of New York. He died without getting that plan into a definite shape. It was then said that Mrs. Stewart and Judge Hilton would carry out his plan. It was understood (whether right or wrong we do not

understand to say), that philanthropy would be the basis for the enterprise; that is, the main object would be the physical and moral benefit of the working women. It now turns out that Judge Hilton proposes that said working women shall pay him seven per cent. interest on the outlay, when he can go into Wall street and borrow money at less than half of that rate. This includes, we suppose, seven per cent. interest on the \$300,000 paid for the oil-paintings which adorn the walls. (Where were said paintings purchased? Were any of them by women artists?) So that the question of philanthropy must be left out of the case entirely. This is mistake No. 3.

This last is really a huge mistake; whatever the other rich men may have said to Judge Hilton's face, they have unanimously voted the philanthropy part a humbug. It was simply opening one more hotel, and resting satisfied with seven per cent. as any rich man would.

We venture to say there are women in this city who could open a women's hotel with a \$100,000 building, and draw in 1,000 guests and make them far happier than they would ever be in that structure, palatial as it appears, and do it at one-half the rate there charged.

Exhibitions.

It would be useless to argue against exhibitions. It is a fixed fact in our educational system that once a year at least there must be a performance of some kind whose main object is to please the eyes and ears of the pupils, teachers and public. Education for the time being is dropped; amusement is in order. A careful observation of the phenomenon induces the belief that this is not only a fashion, but a necessity also. It may have good results; it often demoralizes the school. Exhibitions have limitations; they may be used properly; they may be misused.

A school exhibition is of the nature of a party at a house; it is the day for receiving friends and pleasing them. Some have undertaken to say that it should have the scholastic element prominent; others that this is to be omitted wholly. Now it is likely that those who thus differ have different ideas as to what they are aiming at. Every teacher should give some public exhibition of the intellectual attainments of his school. A day each term should be set apart in which the work of the pupils should be exhibited; their writings, drawings, skill in reading, figures, &c., should be brought out. We have known teachers to give each pupil a number, and then draw lots; in this way a large school may be sampled. Of course this examination, if you choose so to call it, will not be very largely attended, usually. Yet we have known many teachers to be very successful in drawing out the parents twice a year. These are useful, very useful, and deserve to be encouraged. Even if people will not come out they should be held for the sake of the dignity of the school.

Besides this, to gratify the love of display in children, (no worse in them than in a company of soldiers, and we praise them,) an exhibition, a "dress parade"—call it what you will, is not only pardonable but almost necessary. Not that it benefits the school; it pleases the scholars; if it can be kept from injuring them that is pretty much all that can be expected. This consists mainly of speeches, recitations, dialogues and music. And there is no hurt in these if they are properly managed. Good recitations are always in order, yet we do not admire young girls reciting, "Curfew shall not ring to-night," and such things in a tragical style. Good declamations by the boys we like always to hear; better if they would write some of them themselves. On these a careful training is necessary; not only the elocution, but the gesture should be carefully studied. Good dialogues are always relished, but none should be admitted that have the slightest degrading tendency. We have been

obliged to listen when one of the characters swore a few times; that was unpardonable; no good teacher will permit such a piece to be performed. So, too, we say of exhibitions of love scenes, or flings at marriage, religion, education, &c. The teacher should select carefully or write dialogues that portray life in a manner suitable to childhood. Music of course will form a prominent part of these entertainments. Do not have them too long, it is a common error. Nor do not allow any ambitious Trustee to make a long speech. Tell him he has "five minutes to address the audience." Two hours is enough. We might add something here about arrangement of rooms, furniture, flowers, guests, &c., but leave that for another place.

There are those who combine these two forms. They have essays, demonstrations in geometry, botany, history. Some schools have audiences they have cultivated up to love these things. There is a tone and character to such entertainments that is very gratifying to the genuine scholar; the air of the school-room is congenial to him; he loves to see the work going on; he enjoys the steps those charmingly dressed girls or alert boys are taking in equations, problems, theorems, dates, syntactical relations, causes and effects, and natural phenomena. Schools that can draw together such audiences are to be envied. Whatever course is taken, a hope is fervently breathed that you may have a happy deliverance from the numerous perplexities that abound.

Remember, subscribers only, obtain a premium by sending the name of another subscriber. Read the offer carefully. No premiums for renewing.

Among the Schools.

Grammar School, No. 49.—The Primary Department of this school has acquired a wonderful reputation. It is frequently visited by strangers who seek for educational information. On examining the register we find that Edward T. Steel, Esq., one of the Commissioners of Education from Philadelphia, visited it February 28th. Mr. Steel is spoken of as being one of the most earnest and educational men ever seen. He is in search of information on primary education. He is determined to advance education in Philadelphia, and upon inquiry felt that Primary Department 49 was a good place for investigation. On the 20th of March, so wonderful an account had he taken back, a company of five from Philadelphia, viz: M. Hall Stanton, Dr. Nebinger, Misses Colladay and Birkmire, and Professor Fetter, Principal of the Normal College, came and spent the day. On the 28th Misses Wright and Gratz came on and spent a good deal of time in inspecting the school. April 23d, four lady teachers—Misses Jones, Shaw (H. & J.) and Conway, we find had been so much interested, that they spent a good deal of time in a visit. May 8th Mr. Steel came with twelve others, viz:—Messrs. W. C. Johnson, J. S. Davis, F. Davis, W. King, P. F. McDonald, Allen, Dr. Nuhler, and Misses Hall, Watson, Harris, Crease and Harper. Evidently they had heard the fame of the good teaching done in this department and come to see for themselves. Mr. Steel cannot express himself too strongly concerning what he had seen and heard. The reading, the rapid addition, the object lessons, the slate writing were so in advance of anything Philadelphia had produced, that exclamations of delight were heard at each exhibition. The evident naturalness and ease of the pupils, the entire absence of any cramming, the development of the thinking powers, were points that pleased these visitors greatly. This is but a partial list of those who visit this department.

G. S. No. 20.—Miss Addie E. Coulter, twenty-four years of age, died suddenly in her class-room in the Primary Department. She complained that her head hurt her, and supposed that it would soon pass away, but it did not. Soon after she was heard to say, "Oh! my head! my head, it feels as if it was all falling out," and grew rapidly worse. Suggestions were made that her feet be dipped in hot water (a remedy she said her mother used for such attacks), but it did not produce any good effect. Meanwhile, Miss Annie Thompson, the principal, had hardly informed Mr. Alex. Morehouse that she was alarmed about Miss Coulter, than word came that she was dead.

At the time when she was taken ill her mother and sister were telegraphed for, and it was a terrible shock to them. Miss Coulter was a favorite among her scholars and fellow teachers. The Coroner attributes the cause of her death to cerebral apoplexy; the physician said nothing could have saved her life; it was a fatal attack.

At a special meeting of the Board of Trustees of the 2d Ward Primary School No. 37, held May 27, 1878, the following was unanimously adopted.

Whereas, It has pleased Almighty God to remove sudden

ly from our midst, John Patten, late Inspector of the 1st District. He was a friend of Education and common schools, proving himself faithful to his trust.

Resolved, That a copy of the same be inserted in the NEW YORK SCHOOL JOURNAL.

G. W. KELLOGG, Chairman. J. A. GILMOUR, Sec.

N. Y. State Teachers' Association.

The Thirty third Anniversary of the State Teachers' Association, will be held at Albany, July 9-11. Programme: The Compulsory School Law, by Henry Kiddle, Esq., New York City; Russian Art Education, by President Runkle, Mass. Institute of Technology; Village Improvement, by Hon. B. G. Northrup, Sec. Conn. Board of Education; Landmarks of Scott, by Wallace Bruce, Poughkeepsie; Inter-Academic Contest, in Oratory, Wednesday evening. Common and Graded School Section, Normal School Section, each, one afternoon, to be attended by the whole Association. Entertainment from 75 cts. to \$2 50 per day. Railroads generally return free. Excursions to the Thousand Islands, Schroon Lake, Adirondacks, Howe's Cave, White Mountains, etc.. A meeting with New England Teachers may be arranged.

Sauveur's Summer Normal School.

We have had occasion to speak of the system of Prof. L. Sauveur in the JOURNAL, because it is so great an advance on the methods employed by most teachers of languages. An experience of many years in the school-room has shown that most of the labor expended on French and German, is absolutely thrown away. The cause of this lies in the system employed. The system by which a child learns to speak his mother tongue is the true method for him to learn to speak any other tongue. That plan is, in brief, the exhibition of an object the utterance of its name, the repetition of this name enough times to render it familiar; finally, the connecting of ideas with it, all in the new tongue to be learned. We have before us in favor of this system, the French and German who come to this country and engage in business. The rapidity with which they have learned our difficult language, their ease of utterance should be sufficient testimony. We ask attention to the advertisement in another place and, heartily commend the School to all who want to learn the most in the shortest time.

BOOK NOTICES.

NEW FRENCH METHOD. By Francis Berger.—M. Berger's Method is very plain. It indicates the pronunciation by the use of numerals and by a formula that says: Each letter printed in Italics is not to be uttered. We recommend this work to the public and especially to French teachers. It will facilitate their tasks and simplify the study. By adopting this method the mother conversing on this subject with her children will be able to guide them by a knowledge of the elementary principles of the language and to prepare them to receive the professor's instruction with more pleasure and profit.

A free course of instruction on this system as adapted by M. Berger in his new Method is given every Tuesday, Thursday and Saturday at 2 o'clock for ladies, and at 4 o'clock for gentlemen by Prof. Emil Gomer, No. 56 West 25th St. New York.

We have received a copy of F. W. Helmick's (134 W. 4th Street, Cincinnati) new song book, "The Golden Shore," for the Sunday-school, by J. F. Kinsey. It comprises 105 pages, and contains undoubtedly some very good music.

Whitney's *Musical Guest* (Toledo, O.) for May, has just made its monthly visit. The contents are, with the exception of one page, entirely vocal and instrumental music. The songs are: "Return of the Birds," by Geo. B. Chase; "Letter in the Candle." Other pieces of pleasing moment to musicians are: "Neapolitan Boat Song;" "Happy Home Waltz," L. Mathias; "Morning in the Woods," Gustav Lange; "Camping Out, March."

The May number of *The Orpheus* (27 Park Place, N. Y.) is at hand. "Idle Musing," No. 2, by C. Kinkle; "Fated,"—music—by H. C. King; a ballad, by A. W. Berg; and a mazurka, by Kinkel are the most note worthy.

Domestic Monthly for June, has its usual review of fashions, with illustrations, a talk about flowers, and a story "Ruth's Legacy," by Eben E. Rexford, several poems, the serial "Her Three Lovers," by Mary Cecil Hay, and the regular household, literary and other departments.

FLUSHING L. I.—The closing exercises at the High School took place in the assembly room of the school building. Essays on "Light," were read by Miss Emma Van Sicken; The "Golden Rule," by Miss Kate Forman. "Memory," by Fred. Perine. "Temperance," by Miss Minnie Hurd. "Historical Reading," by Miss Fannie Sammis. "Little Things," by Miss Imogene Areson. "Honor," by

John Townsend. "Love," by Charles Hemma, and the "Class History," by Miss Emma Willetts.

The essays, read by their authors, were exceedingly creditable. The instrumental and vocal selections were pleasingly rendered.

The diplomas were presented by Treasurer Samuel B. Parsons, who supplemented the presentation with a few eloquent remarks. Secretary Gould directed the attention of the audience to the general course which had just been completed, and made a practical application of the various subjects which had been presented.

The school, under the management of Mr. Williams, has attained a very high rank, and we congratulate him on the success that has followed his hard work.

SPELLING.—The following plan is a good one. Dictate to the pupils ten or twelve sentences of some suitable piece, giving the punctuation and indicating what words should begin with capitals, etc. The next day the names of the class are drawn by lot, the one first drawn taking his place on the floor at the head of the class, and the rest in order. They then proceed to spell from their papers, omitting to tell that a word began with a capital, it so, or by what punctuation mark, if any, it was followed, is regarded as a failure, as well as any misspelling; the teacher is not to give information that any word is misspelled, unless some scholar notices it; the first one who notices any mistake may correct it when his turn comes; those who allow errors to pass without correction are regarded as having made the same mistake; those who miss each day should go to the foot of the class after the recitation, the one who missed each day should go to the foot of the class after the recitation, the one who missed nearest the head of the class going first to the foot, and the others in the same order going below him; and the one at the head at the close of the recitation on Friday afternoon should go to the foot, after all the other changes had been made. A record was kept of all those who thus had stood at the head on Fridays, as well as of those who missed words, whether noticed by others or not; in fact I had pencil in hand every moment and marked down a mark at every failure. The first scholar spelled the first word, the second scholar the next word and so on until the exercise was finished. Of course they should not know what book the teacher gives the exercises from. After this lesson was over, another passage was dictated.

ONE difficulty in the study of the stars in school has been the fact that practical lessons can be given only in the evening; but teachers should make it a point to meet the class now and then for such evening exercises. This may be done by the aid of star-maps, but the maps cannot be conveniently used out of doors at night, and one is apt to forget the map when he goes out to look at the heavens, and the heavens when he goes back to consult the map. The "Astronomical Lantern," is an ingenious device for obviating this difficulty. It is a dark lantern, with one side of ground glass, in front of which semi-transparent slides can be inserted. On each slide a constellation is represented, the stars being indicated by perforations of different sizes through which the light shines. One has only to insert the proper slide in the lantern, and he has an illuminated map of the constellation, which he can take out of doors and compare at leisure with its prototype in the heavens. The maps are equally adapted to indoor study, and include much information of interest to amateur telescopists, and cannot fail to become popular both with teachers and with students.

ONE of the sins of our present city system is that of keeping children in a grade a long time to make them stand high in examinations. The effect is to worry the bright pupils of the class, while the dull ones are not substantially benefited. When children have mastered a principle, they should go on and not remain an unreasonable period in order to apply to all possible circumstances the knowledge obtained. Such work becomes drudgery, destroys self-reliance and invention, and, while rendering the child perfect in a few things, it dampens his ambition to attempt and investigate the many.

In respect to the dull children held back in training for examination, it may be said that brain has a point of knowledge-saturation, and that no matter how long or hard we drill them on certain principles, there are minds which cannot be made to hold any more than a given quantity. Such children can be made to pass fair examinations by being posted in the tricks of routine, and got into the habit of doing certain things when certain conditions are presented. Such work is not education, but fruitless cramming.—J. MAHONEY.

THE greatest loss of time is delay and expectation which depends upon the future. We let go the present which we have in our power, and look forward to that which depends upon chance—and so relinquish a certainty for an uncertainty.

Only a Pin.

Only a few days ago an overseer in an American mill found a pin which cost the company three hundred dollars. And this is how the pin happened to cost so much. You know that calicoes, after they are printed and washed, are dried and smoothed by being passed over heated rollers. Well, by some mischance, a pin dropped so as to lie upon the principal roller, and indeed became wedged into it, the head standing out a little from the surface.

Over and over went the roller, and round and round went the cloth, winding at length still upon another roller, until the piece measured off. Then another piece began to be dried and wound; and so until a hundred pieces had been counted off. These were not examined immediately, but removed from the machinery and laid aside. When at length they came to be inspected, it was found that there were holes in every piece throughout the web, and only three-quarters of a yard apart. Now, in each piece there were from thirty-five to forty-five yards, and at 12 cents a yard that would count up to about five hundred dollars.

Of course, the goods could not be classed as perfect goods, so they were sold as remnants, at less than half the price they would have brought had it not been for that hidden pin.

Now, it seems to me that when a boy takes for his companion a profane swearer, a Sabbath-breaker, or a lad who is untruthful, and a little girl for her playmate one who is unkind or disobedient, or in any way a wicked child, they are like the roller which took to its bosom the pin. Without their being able to help it, often the evil influence clings to them, and leaves its mark upon everybody with whom they come in contact.

That pin damaged irreparably forty hundred yards of new print, but bad company has ruined thousands of souls for whom Christ died. Remember "one sinner destroyeth much good," therefore avoid evil companions.

AN obstinate man does not hold opinions, but they hold him.

Over 120,000 persons visited the Exhibition on the opening day.

THE college Commencement at Crawfordville will occur on the 26th.

THE little city of Boone has a fine kindergarten school in healthy working condition.

INDIANA.—The graduating class of the Asbury University will number thirty-seven.

KANSAS.—Stafford county has just completed its first school house. It is built of sod.

THE Commencement of the State University, at Bloomington, Friday, will take place June 7.

Professor John M. Coulter, of Hanover College, has received subscriptions to his Botanical Gazette from many of the leading scientists of Europe.

THE corner-stone of the university at Vincennes was laid on the 14th instant by the Grand Lodge of Masons. Thomas R. Austin, L.L.D., P.G.M., pronounced an eloquent oration.

THE man who lives right, and is right, has more power by his silence than another has by his words. Character is like bells which ring out sweet music, and which, when touched, accidentally even, resound with sweet music.

THE removal of the Central Normal College to Danville has had a reviving influence on all kinds of business. People are refurbishing their houses, additions are being built, sidewalks and yards cleaned up, and business has received a new impetus.

THE State Teachers Association will meet this year at Atchison, June 24, 25 and 26. The programme embraces evening lectures by Governor George T. Anthony, State Superintendent Lemmon, President Anderson, of the State Agricultural College, and others.

ILLINOIS.—Dr. Newton Bateman, of Knox College, will deliver the annual address at Rock River Seminary, Mount Morris, on June 9th. Commencement will be on the 13th. There will be ten graduates, all of whom intend to enter college, for which they have made thorough preparation.

NEBRASKA.—Sixty-one school districts in Nebraska furnish text-books to pupils gratis. Nebraska had on Jan. 1, 1878, 2,476,905 acres of school land. None of this land according to constitutional provisions, can be sold for less than \$7 per acre, which will give the State the sum of \$17,338,335.

"Marshalltown," says one of our best correspondents, "has gone back at least ten years, educationally. The High School, which has hitherto had a fine reputation, has been reduced to a mere high grammar school. The wages of teachers have been generally cut down, and as a legitimate consequence some of the best teachers have already engaged other places, with more to follow."

WOULD it not be well to introduce them—if not already used—into high schools and the first classes of grammar schools? Let the pupils be asked to put into the box during the week written questions upon any subjects connected with their studies, or such questions upon matters of general interest as may occur to them in reading or in conversation. They should be warned never to propose any trifling, impertinent, or improper question. If necessary, they may be required to sign their names to their questions. Let the questions be classified according to the number of departments or teachers in the school, and then let each teacher, during the first hour of Monday, in his own room ask and answer (if no one in the class can) the questions belonging to that department. The miscellaneous questions—that is, any which cannot be classified, or a selection from them—might be made the subject of a general exercise. It seems to me that the "question box" would greatly interest both teachers and scholars, and that much good would follow from its use.—G. W. MINNS, in *Pacific School Journal*.

A TEACHER FOR LINDA.—A mother presented herself at one of the union school houses half an hour before school opened. She had Linda with her. She was a tall woman, forty years old, with a jaw showing great determination, and Linda was sixteen and rather shy and pretty good-looking. The mother inquired, "Do you allow a boy to wink at a girl?"

"Why, no!"

"I was afraid you did. Linda is as shy as a bird and if she should come home some night and tell me that she had been winked at, I don't know what I'd do. Now, another thing: Do you have a beau?"

"Why—why—" was the stammered reply.

"I think you do!" she said. "I know just how it works. When you should be explaining what an archipelago is you are thinking of your Richard, and your mind is way, way off!"

"But madam!"—

"Never mind any explanations," interrupted the woman. "I want Linda brought up to know joggerly figures, writing and spellography, and if you've got a beau and are spooking to the theatre one night, a candy pull the next, a horse race the next and so on, your mind can't be on education. Come, Linda, we'll go to some other school house."—*Detroit Free Press*.

Two of the students of the Lutheran Theological Seminary at Gettysburg, while rowing on Spring Park Lake, May 8, were drowned.

Out of sixty-nine cases of cruelty to children brought before the Philadelphia Society last month, fifty-nine came from parents imbruted by drink.

The American Institute of Instruction.

The 49th meeting will be held this year at Fabyan's, White Mountains. It is plain that there is to be a large attendance, owing mainly to the fact that the White Mountains is the place chosen for its session. We give the programme as made out to date:

Directors' meeting, Monday evening, July 8.
TUESDAY, JULY 9.

1. President's Address.
2. The Reformation in the Teaching of the Ancient and Modern Languages, by L. Sauvour, LL.D., of New York. Discussion.
Tuesday Evening—Addresses by Gov. Prescott of New Hampshire, State Supt. Corbell of Maine, Downs of New Hampshire, Conant of Vermont, Dickinson of Massachusetts, Stockwell of Rhode Island, Northrop of Connecticut.

WEDNESDAY, JULY 10.

1. Examinations of Teachers and Schools, by Hon. J. W. Corbell of Maine and D. B. Hagar, Esq., of Massachusetts. Discussion.
2. Visible Speech (illustrated), by Prof. L. A. Butterfield of Massachusetts.
3. The Higher Education of Women, by W. F. Warren, LL.D., of Boston, Mass. Discussion.

Wednesday Evening—Mountain Summits and Scenery, by Prof. W. F. Niles, illustrated by the stereopticon. Also the Topography of the White Mountains, by Prof. Fay.
THURSDAY, JULY 11.

1. Political Education in the Schools, by W. A. Mowry, A.M., of Providence, R. I.
2. Professional Schools for Teachers, by Larkin Dunton, principal Normal School of Boston, Mass. Discussion.
Thursday Evening—An Address, by Hon. J. A. Garfield of Ohio.

FRIDAY, JULY 12.

1. The American Method of Teaching, by Hon. E. E. White of Purdue University, Indiana. Discussion.
2. The Telephone and Phonograph (illustrated), by Prof. E. A. Dolbear of Massachusetts.
Friday evening, social reunion at Fabyan's.
Prof. J. W. Churchill of Andover and others will give

readings at the several sessions of the Institute. Able educators have been secured to open the discussion of the papers. The daily sessions will extend from 9 A.M. to 1 P.M., and from 7.30 till 10 P.M.

The afternoons will be devoted to mountain excursions on foot, by rail or by carriage.

RAILROAD RATES TO THE WHITE MOUNTAINS.

The following rates of fares have been adopted by the railroads for a portion of New England, and the Middle States. The tickets will be good from July 6 to Aug. 1.

From Boston to Fabyan's, and return,	\$7 00
Lowell " " " "	7 00
Lawrence " " " "	7 00
Nashua " " " "	6 75
Manchester " " " "	6 75
Portsmouth " " " "	7 50
N. Market J. " " " "	7 25
Concord " " " "	6 00
Providence " " " "	8 50
Worcester " " " "	8 00
Ayer Junction " " " "	7 50
Clinton " " " "	8 00
New Bedford " " " "	9 25
Taunton " " " "	8 50
S. Framingham " " " "	7 75
Mansfield " " " "	8 25
New York " " " "	11 00
Philadelphia " " " "	14 00
Washington " " " "	19 00
Pittsburg " " " "	28 00
Detroit " " " "	25 00

The membership is included only in the fares from New York and Philadelphia. Excursionists will ask for tickets to attend the American Institute of Instruction. The membership fee will be paid at the meeting.

Excursions have been planned to all points of interest among the White Mountains, including the Franconia and Crawford Notches, Mount Washington, Lake Winnepesaukee and Memphremagog, and Champlain, to Montreal and Quebec, and to the St. Lawrence and Saguenay Rivers. The rates for which are extremely low.

HOTEL RATES—Fabyan's, Crawford's and Twin Mountain Houses, ladies \$1 50 per day, gentlemen \$2 50 per day. At Mount Pleasant and White Mountain Houses, exclusively for ladies, \$1 per day. Persons stopping at the Twin Mountain and Crawford Houses will be carried to and from Fabyan's by rail daily, without extra expense. Rooms should be engaged at the hotels in advance of the meeting.

Normal College.

ADMISSION EXAMINATION QUESTIONS, JUNE, 1877.

ENGLISH GRAMMAR (Time 1½ hours.)

1. What is a sentence? A clause? A phrase? A subject? A predicate? An active transitive verb? A passive verb? An abstract noun? A relative pronoun? A personal pronoun?

2. Write a complex sentence containing a relative (or adjective) clause; a compound sentence containing three coordinate clauses; and a compound sentence containing a leading and subordinate clause, with the leading clause complex.

3. Correct the following (state the rules briefly):

- This dress was made by Catharine the milliner, she that we saw at work.
 - Those kind of prejudices we need not fear.
 - Here are six; but neither of them will answer.
 - There was a certain householder which planted a vineyard.
 - Rye or barley, when they are scorched, may supply the place of coffee.
4. Analyze—Tell me, said Isabella, what are your grievances, and I will do all in my power to redress them.
5. Parse: *Tell, me, what, all, redress.*

HISTORY (Time 1 hour.)

Answer any five of the following questions:

- Name the thirteen original States and give the date of the settlement of New York by the Dutch and of its conquest by the English.
- Name the principal French navigators and give the date of the discovery of the St. Lawrence River.
- Name the Colonial Wars which preceded the French and Indian war.
- State the causes of the American Revolution; and give a brief account of the Stamp Act.
- Who were the commanders at the Battle of Long Island, and what was the result of the battle.
- Describe the Battle of Monmouth and give the date.
- Give a brief account of Green's Southern campaign.
- What caused the war of 1812-15, and who was President during the war?
- Give a brief account of the Battle of New Orleans.
- Write out a list of the presidents of the United States and dates of their administration.

ARITHMETIC (Time 1½ hours.)

- State the difference between a common and a decimal fraction. What is ratio? What is proportion? What is meant by per cent.? What is involution? What is evolution?
- If a family use ten bbls. of flour in a year, what is the average amount used each day? (Give the answer in lbs., oz. and drs.)
- What is the sum of 1-7 of a yard, 1-7 of a foot and 1-7 of an inch.
- A merchant increased his capital by 20 per cent. each year for two years, when he found he had \$9,800 invested. How much had he at first?
- Bought sugar at 8 cts. a pound and sold it at 9½ cts. a pound. What per cent. was gained?
- What is the amount of 700 for 3 years, 9 months and 24 days at 7% compound interest?
- Wishing to borrow at a bank \$500, for what sum must my note be drawn at 80 days to obtain the required amount, discount being at 7 per ct.
- If it requires 1200 yards of cloth, 5-4 yards wide, to clothe 500 men, how many yards, which are ¾ yards wide, will it take to clothe 960 men?
- If an army of 55,225 men be drawn up in the form of a square, how many men will there be on a side?
- What is the cube root of 84 604,519?

ALGEBRA (Time 1½ hours.)

- What is the reciprocal of a quantity? What is the value of $6a^6$? In what other way can $6a^{-3}$ be written?
- Factor $2a^2x^2 - 26^2x^2$.
- Find the least common multiple of $8a^2$, $12a^3$ and $20a^4$.
- Simplify $\frac{x^2 - y^2}{x^2 - y^2} + \frac{1}{x + y} - \frac{1}{x - y}$.
- Find the value of x in the following equation:
$$\frac{x}{8} - 1 + \frac{x}{12} + \frac{x + 5}{4} = \frac{11}{4}$$
- Given $\frac{x - a}{6} = \frac{a}{a} - 1$ to find x .
- A has three times as much money as B, but if A were to give B \$100 B would then have three times as much as A. How much money has each?
- Given $3x + 2y - z = 7$
 $x + y - z = 1$
 $x + 2y - 3z = 15$,
to find x , y and z .
- Then as to two numbers: The first added to half the second gives 35; the second added to half the first gives 40. What are the numbers?
- What is elimination? State the different methods of elimination. What axiom is involved in clearing an equation of fractions? What is transportation?

For the NEW YORK SCHOOL JOURNAL.

Anna Townsend,
A TALE OF FIVE SCHOOLS.

CHAPTER II.

THE rest of the pupils came quickly in; each one gazed towards the teacher's desk; strange to them was the sight of a group of scholars around that sacred spot. The teacher, so much dreaded, was sitting gracefully in her chair, a smile on her face, and a beautiful story on her lips from "Hans Andersen's Fairy Tales." In a short interview she learned much of the hearts and minds of her pupils; which was Bessie and which Tommy, was learned very naturally and easily. Upon the children themselves the effect was really magical. In a few months they fairly adored her, for she could minister, they felt, to their real needs; the wants of children are not arithmetic and grammar; they demand companionship, employment, sympathy and amusement. Oh, that teachers knew some of the ways of the childish heart, the old childish heart that in all ages makes its demand upon the hearts and minds of those who propose to lead and guide it, saying "Comprehend us, ye who are older than we, teach us, ye who are wiser." But too often the answer is, as when Cadmus spake to the oracle, an unintelligible jargon that is worse than silence.

"Now, children, you may take your seats; at another time I will tell you more about Herr Bluden, for that is not the prettiest of the stories."

They were soon seated, and perfect quiet reigned, for they were watching this new person who had come into their midst and presented so many interesting aspects to their childish curiosity. And Miss Townsend was one that could provoke curiosity and interest. She was self-contained and had learned many things about children. Mr. Bailey had placed Anna in his Normal class, to which he had given instruction in the "art of teaching. To do this he was well qualified, for he was a capital teacher himself. "To teach successfully," he often said, one must know who are to learn, and what is to be learned; these must be known down to the very bottom. It is not the profound scholar that can teach well because he fails to

know to know the children's mind. To deal with a mind as if it were a learning power only, is the gravest of errors. The child must be looked at as a unit; he has fears, hopes, imaginations. The new relation he takes on by becoming a pupil is likely to be a strange one, and often a distasteful one. Children are asked, 'why do you go to school?' and are taught to say, 'I go to learn,' which would not occur to them as a reason at all. These are deeper influences than the text-book that bring them, and he will fail as a teacher that only uses that."

These sentences Anna had written down in her note-book, with many others, and had been pondering them over that very morning. She had resolved that she would attempt to do something for the children that she was sure had been neglected before. She mustered up courage to address them a few sentences of welcome, and then called on all who had Fourth Readers to rise. Four girls and one boy responded. She called them to the desk, and took their names. In a similar way she proceeded with the third and second reader classes. Then came the largest class—one of twelve children who were beginners; some in the First Reader, some who had not read at all. Four grades she felt was all she could manage. She called her best readers her *First* class, the Third Reader class the *Second*, and so on. An hour was spent in arranging her classes, taking names, and then she gave a recess. To secure order she struck a little bell and said: "I am going to give you a recess. You have done nicely this morning, and deserve to rest." An old proverb had come to her mind—"You cannot catch flies with vinegar," and also a direction of Mr. Bailey's "praise when you honestly can." The word of praise pleased the scholars and they looked happy. "First Class, rise." Then naming each pupil they went out one at a time. This Anna felt would familiarize her with the names, as well as secure good order. She had hardly seated herself at the desk to arrange a programme, when Sarah Goodall came in and stood by her side. She was a tall, pale girl of fourteen who felt that at last some one had come who felt an interest in her; to repay it she wanted to help. Anna perceived this, and instead of sending her away began to employ her.

"Can you copy some names for me, Sarah?"

"Oh, yes ma'am, I'd like to."

Another and another pupil come in; they had had an opportunity to exchange views, and they all agreed that "Miss Townsend is just the nicest teacher we ever had." Before the recess time was over all had reassembled in the school-room. The programme being done, Anna wrote it on the black board:

Opening Exercises,	9 to 9:10.
Fourth Class Reading,	9:10, 9:20.
Third " "	9:20, 9:40.
Second " "	9:40, 10:00.
First " "	10:00, 10:20.
Fourth Class Numbers,	10:20, 10:40.
Recess,	10:40, 10:55.
Singing,	10:55, 11:00.
Third Class Numbers,	11:00, 11:20.
Second " "	11:20, 11:40.
First " "	11:40, 12:00.

INTERMISSION... 12:00 to 1:00.

Fourth Class Read	1:00, 1:10.
Third Class, Geography,	1:10, 1:25.
Second " "	1:25, 1:40.
First " "	1:40, 2:00.
Singing,	2:00, 2:05.
Recess,	2:05, 2:20.
Fourth Class Writing,	2:20, 2:25.
Third, Second and First Class Writing,	2:25, 2:50.
First Class Grammar,	2:50, 3:10.
Fourth Class Spelling,	3:10, 3:15.
Third Class Spelling,	3:15, 3:25.
Second and First Class Spell,	3:25, 3:45.
Singing, or General Lesson and Dismission,	3:45, 4:00.

"All who have paper and pencils may copy it." While this was being done the fourth class was called forward, and a lesson given in words. "Hat" was put on the black-board, and then those who had never learned to read were told its name. This being over, the programme was tacked up and erased from the black-board.

"You see I have put singing as one of our exercises, and we must try and have some every day. What can you sing?"

Sarah Goodale replied, "Hold the Fort."

"Yes'm," said others, "Hold the Fort."

"I do not remember the words, who can recite them?"

Sarah recited them and Anna wrote them on the black-board.

"Ho, my comrades, see the signal floating in the sky
Re-inforcements now appearing, victory is nigh;

Hold the fort for I am coming,

Jesus signals still,

Wave the answer back to heaven,

By Thy grace we will."

"Now who will start the tune?" It was soon apparent that Hattie Gaylord was the musical genius and by a little encouragement she started off and all followed, Miss Townsend making an effort to learn the tune which was almost wholly

new to her; besides she was not an independent singer. But she had a strong will, and determined to learn to sing just as she had learned to perform other tasks.

The children were well pleased with their efforts as was evidenced by the smiles that went round. After she had read off the names of those in each class, and had said where the lessons began, the time for the noon intermission had arrived. The same course was pursued for dismissing the scholars as at recess. Scholars and teacher were glad to get into the open air. Scarcely had they done so when the rattling of a wagon was heard down the hill; the sound approached, and it was evident the vehicle was coming towards them.

"Oh, its Mr. Carlton," said the children."

This was the name of the Town Supervisor who lived about a half mile away. He was a tall, kind-looking gentleman; his hair was thin and brown, in fact, he was nearly bald on the top of his head. The wagon was a one-horse lumber wagon, and the seat a common board with a buffalo skin thrown across it. The horse was of a yellow or cream color, and had no check-rain, and its head was down in an easy, if not graceful position. Driver and beast looked as if comfort and not show was the prime consideration. The wagon stopped before the group.

"Well, children, how do you all do? Pretty well, I guess. And this is your teacher, I suppose." And reaching out his hand he gave Anna's hand a cordial shake. "I meant to have come in before you go through. I am in your district, and the children know I feel interested in all they do. You must get into the wagon, and go up to our house for dinner. I will bring you back in good season. And Sarah you will see that the boys do not make any confusion in the school-house." Saying this, he helped Anna into the wagon, and drove off amid "good-by, Mr. Carlton!" from many of the children.

"They seem to know you pretty well," said Anna.

"Yes, there is not a child but knows I am its friend."

This was his peculiarity; he loved to do something for every human being. He had been no mean teacher years ago, and having acquired a small competence had bought a farm, and then devoted himself to the good of his neighbors.

Mrs. Carlton was worthy of her husband. She was a somewhat stout, positive woman, but kind-hearted, just, very intelligent and influential. In fact, they were "looked up to" in that community. No funeral was considered to be complete at which Mr. Carlton did not act as Marshall, leading the music with a shrill, broken but earnest and well-known voice. No wedding could be solemnized without the pair were present. They were the aristocracy of the town, and yet a plainer pair of aristocrats were never seen. Mr. Carlton made the wills, acted as Appraiser of property, was the Supervisor of the town, went to the Legislature, was Town Superintendent of Schools when that office was in existence, was School Trustee over and over again. In all these trusts his native good sense made him acceptable and popular.

The dinner over, Anna went back much pleased with her new friends.

"I am going to try an experiment," she said, as they rode along.

"And what is it?"

"I am going to make the studies attractive to the scholars."

"That is right."

"I shall want your help, for I am inexperienced."

"You shall have it. I will see that the big boys—"

"That is not it. I do not fear the big boys at all. I only fear I shall not do the best for the pupils—shall not make them learn enough. I want you to come and see if I "keep school enough." I may make it too interesting to be profitable. Do tell me your plans."

"I am determined to make the scholars keep the order."

"That is good."

"I do not intend to have any rules."

"Well."

"I have the idea that there can be a room full of scholars, and all want to do right and no confusion or wrong. Now can that be realized, or am I visionary?"

"I believe it can all be realized."

Two Months in Europe.

Continued from last Week.

SUGGESTIONS FOR THE TRIP.

I can safely guarantee that, accepted, any one adhering strictly to the above directions, can make the tour I have sketched at the figure named. A few additional suggestions will, however, be found useful.

Money—Take from New York £5 in gold and silver, and balance in draft on London. Of course, a margin for emergencies, above estimated expenses, is advisable.

Guide Books—The "Satchel Guide" (published by Hurd & Houghton) is a very good one for one wishing a general idea of the journey beforehand; but it is well to buy the local guide books for the places visited. At railway stations in England ask for Able Heywood's penny guides, with maps, for such places as Oxford, Leamington, North Wales, etc. In London buy a six-penny pocket map of the city, which carry with you

always, and select any one of numerous shilling guide books. For Paris no other guide book, whatever London booksellers may say, will compare in usefulness with Baedeker's. Buy it in London before starting.

Paris—Of course, with the knowledge that during the Exposition, room rents will be considerably increased, it is very difficult to state exactly the cost of living in Paris this summer; but I have estimated it at more than double the ordinary cost of living in the Latin Quarter, where I advise the economical traveler to live, since rents there are always cheaper than elsewhere in Paris. I take it for granted that the student traveler possesses at least a smattering of French, which he will find very useful in making his bargain for rooms, etc.; but even if entirely ignorant of the language, he may still very passably succeed this summer, though of course he will pay somewhat for his ignorance. Go at once to the neighborhood of the Luxembourg, and look for a room in any of the streets radiating from the Odeon, or in the region of the College de France. In the latter part of July, the students, who almost exclusively occupy this quarter, will begin to leave Paris, and many rooms will be vacant. A small furnished room ought to be easily procured for 3 or 4 francs per day, every extra included, and restaurant living is not likely to be very much, if at all, higher than usual. If the traveler cannot speak French, he would best stop at a pension where English is spoken; at Pension Leonard, No. 44 Rue de Madame, near the Luxembourg, he can probably make as satisfactory an arrangement as anywhere. It should be remembered—first, that everywhere in Paris this summer the price named will be more than will be taken; and that an offer should always be tendered, when rooms suit; and second, that a perfectly clear and distinct understanding of the terms, etc., should in every case be attained, regarding price, extras, service and number of days' notice required, previous to leaving. If this is overlooked, a difficulty on settling your final accounts may be confidently expected. A good way to prevent mistakes, is to take rooms or board for only one week; to give notice; require the bill to be rendered, pay in advance, and when time is up, walk off if you can do better elsewhere, or make another bargain for another week, if you would like the place.

Rouen—Leave Paris early in the morning so as to stop over a few hours in Rouen. Visit the Cathedral, the Church of St. Ouen (one of the most beautiful Gothic churches in existence), and the market place where the poor Maid of Orleans was burnt by our ancestors. Dieppe has few attractions, except the sea bathing. Cross the channel by night.

Brighton—Tickets by this route allow one to break the journey at Brighton, and although a little out of the way, by all means improve the opportunity. Lodgings everywhere numerous; try the hill to the right of the railway station. Visit the aquarium, the finest in the world, at least once in the evening, when tanks are illuminated.

Oxford—You will arrive during vacation, when students' lodgings are vacant. Try neighborhood of Keble College and north part of the town. Take a row on the river, some quiet evening, and see candidates for next year's boat race in training.

Leamington—One of Hawthorne's homes, in England. A good point from which to make excursions in various directions; one day to Stratford-on-Avon; another to Coventry and the ruins of Kenilworth; a third to Warwick Castle, etc. The surrounding country is very beautiful and historically interesting.

North Wales—Leaving Leamington by Great Western Railroad, you can spend an hour or more in Birmingham, and then go to Chester the same afternoon. For the last few days an excursion through North Wales is recommended, at least as far as Mt. Snowdon, visiting places named in the programme. On return, see Chester, and go up to

Liverpool—As you had best arrive here the day before sailing, abundant time will be at your disposal to see the city quite satisfactorily, before bidding it, and England, farewell.

I have thus endeavored to sketch a two months' tour abroad with every expense and every emergency so carefully indicated that a traveler over the route may make so much of a European visit at a saving of nearly one-half the usual expense. Probably few tourists will care to practice all the money-saving methods here suggested, and not a few, I dare say, will prefer the comforts of home to traveling with the inconveniences conditional to so strict economy. But I have not written for them, nor in fact for any one who prefers personal ease to educational opportunity. Europe is a school as well as a pleasure ground. If a student really wishes to enjoy some of its advantages; if he has somewhat of the enthusiasm which inspired the author of "Views Afoot;" if he feels that a lunch of bread and cheese, under the shadow of Westminster Abbey, would be better relished than a dinner at Delmonico's; if he is willing to submit to some inconveniences for the sake of incalculable advantage, even if he can spare to the journey only the sum I have named, let him come over this summer. He will never regret it. And I make him welcome to these few hints, based upon several years' experience of an economical traveler."

To the Advertising Patrons of the Journal.

The value of any journal as an advertising medium depends not only on the extent, but equally on the character of its circulation. The subscribers to the SCHOOL JOURNAL are teachers, professional men and women, and cultivated people generally—those who read carefully and discriminatingly, and many of whom file or bind the paper for their libraries. It is, therefore, the best possible medium for advertising professional, scientific and educational books and periodicals; industrial and artistic products of every kind; insurance of property and of life; traveling facilities; and, in short, whatever is of use or interest to persons of culture, intelligence, and good taste, everywhere. We have many strong testimonials from reliable parties who have advertised in the JOURNAL, and have realized valuable results. The rates of advertising are very low, considering the circulation of the JOURNAL, and special terms are made for large amounts of space and long contracts. For full information, address E. L. KELL OGGS & CO.

SIGNS.

People who still adhere to the look-at-your-tongue-and-feel-of-your-pulse doctor sometimes express not a little curiosity in regard to Dr. R. V. Pierce's original method of distinguishing all forms of chronic disease without personal consultation. Some even suppose that he accomplishes this through clairvoyance, or some other species of professional jugglery. All this is utterly false. He claims to determine disease by the rational methods of science only. Says Comley, in his Biographical Encyclopedia of New York State, speaking of this distinguished physician: "He perceived that in each of the natural sciences the investigator proceeds according to a system of signs. The geologist in his cabinet accurately determines and describes the cleft of rock, which he has never seen, from the minute specimen on his table. And the chemist in his laboratory notes the constituents of the sun with the same precision that he analyzes a crystal of rock salt. The analogous system developed by Dr. Pierce in Medical Science is worthy of his genius, and has made his name justly celebrated." For a full explanation of this ingenious system of diagnosis, see the People's Common Sense Medical Adviser, sent, postpaid, to any address on receipt of one dollar and fifty cents. Address the author, R. V. Pierce, M. D., Buffalo, N. Y.

THE ROB ROY REVOLVER.—In these days of sensational advertising it is but just that an article possessing intrinsic merit should receive editorial mention. We therefore take pleasure in calling the attention of all readers of the JOURNAL to the advt. of the Rob Roy Revolver. It is really the biggest bargain we ever heard of. It is a perfect gem, elegantly engraved and thoroughly made. In fact, all that is claimed for it and more too, and compares favorably with the very high priced revolvers and could not be bought in this city for anything like the price asked. No one should allow this opportunity to purchase a first class revolver for less than half price, go by unnoticed. The advertisers, Messrs. Turner & Ross, are personally known to us and are an old well known and perfectly reliable house.—(Ed.)

New York, Oct. 2, 1877.

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Upon call we will give names of many school teachers who are using this Food with the greatest benefit.

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WHERE TO SPEND THE SUMMER.

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SCHOOL DIRECTORY.

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